THE JOURNAL OF EXPERIMENTAL EDUCATION

# ANNUAL INDEX
**Volume 73**
**Fall 2004–Summer 2005**

## AUTHORS

Bahr, G. Susanne; and Dansereau, Donald F. Bilingual Knowledge Maps (BiK Maps) as a Presentation Format: Delayed Recall and Training Effects. Winter, 101–118.

Bol, Linda; Hacker, Douglas J.; O'Shea, Patrick; and Allen, Dwight. The Influence of Overt Practice, Achievement Level, and Explanatory Style on Calibration Accuracy and Performance. Summer, 269–290.

Fan, Xitao; and Fan, Xiaotao. Power of Latent Growth Modeling for Detecting Linear Growth: Number of Measurements and Comparison With Other Analytic Approaches. Winter, 121–139.

Fidalgo, Ángel M.; Ferreres, Doris; and Muñiz, José. Liberal and Conservative Differential Item Functioning Detection Using Mantel–Haenszel and SIBTEST: Implications for Type I and Type II Error Rates. Fall, 23–39.

Hahs-Vaughn, Debbie L. A Primer for Using and Understanding Weights With National Datasets. Spring, 221–248.

Leung, Shing On; and Sachs, John. Bhargava and Ishizuka's BI-Method: A Neglected Method for Variable Selection. Summer, 353–367.

McMahon, Susan D.; Rose, Dale S.; and Parks, Michaela. Multiple Intelligences and Reading Achievement: An Examination of the Teele Inventory of Multiple Intelligences. Fall, 41–52.

Perrine, Rose M.; and King, Andrea Steele. Why Do You Want to See Me? Students' Reactions to a Professor's Request as a Function of Attachment and Note Clarity. Fall, 5–20.

Shim, Sungok; and Ryan, Allison. Changes in Self-Efficacy, Challenge Avoidance, and Intrinsic Value in Response to Grades: The Role of Achievement Goals. Summer, 333–349.

Sierra, Vicenta; Solanas, Antonio; and Quera, Vicenç. Randomization Tests for Systematic Single-Case Designs Are Not Always Appropriate. Winter, 140–160.

Silver, N. Clayton; Hittner, James B.; and May, Kim. Testing Dependent Correlations With Nonoverlapping Variables: A Monte Carlo Simulation. Fall, 53–69.

Silverthorn, Naida; DuBois, David L.; and Crombie, Gail. Self-Perceptions of Ability and Achievement Across the High School Transition: Investigation of a State–Trait Model. Spring, 191–218.

Summers, Jessica J.; Beretvas, S. Natasha; Svinicki, Marilla D.; and Gorin, Joanna S. Evaluating Collaborative Learning and Community. Spring, 165–188.

Tate, Richard. Interpreting Hierarchical Linear and Hierarchical Generalized Linear Models With Slopes as Outcomes. Fall, 71–95.

Van Keer, Hilde; and Verhaeghe, Jean Pierre. Effects of Explicit Reading Strategies Instruction and Peer Tutoring on Second and Fifth Graders' Reading Comprehension and Self-Efficacy Perceptions. Summer, 291–329.

Wilcox, Rand R. Comparing Medians: An Overview Plus New Results on Dealing With Heavy-Tailed Distributions. Spring, 249–263.

## TITLES

Bilingual Knowledge Maps (BiK Maps) as a Presentation Format: Delayed Recall and Training Effects. G. Susanne Bahr and Donald F. Dansereau. Winter, 101–118.

THE JOURNAL OF EXPERIMENTAL EDUCATION

# ANNUAL INDEX
**Volume 73**
**Fall 2004–Summer 2005**

## AUTHORS

Bahr, G. Susanne; and Dansereau, Donald F. Bilingual Knowledge Maps (BiK Maps) as a Presentation Format: Delayed Recall and Training Effects. Winter, 101–118.

Bol, Linda; Hacker, Douglas J.; O'Shea, Patrick; and Allen, Dwight. The Influence of Overt Practice, Achievement Level, and Explanatory Style on Calibration Accuracy and Performance. Summer, 269–290.

Fan, Xitao; and Fan, Xiaotao. Power of Latent Growth Modeling for Detecting Linear Growth: Number of Measurements and Comparison With Other Analytic Approaches. Winter, 121–139.

Fidalgo, Ángel M.; Ferreres, Doris; and Muñiz, José. Liberal and Conservative Differential Item Functioning Detection Using Mantel–Haenszel and SIBTEST: Implications for Type I and Type II Error Rates. Fall, 23–39.

Hahs-Vaughn, Debbie L. A Primer for Using and Understanding Weights With National Datasets. Spring, 221–248.

Leung, Shing On; and Sachs, John. Bhargava and Ishizuka's BI-Method: A Neglected Method for Variable Selection. Summer, 353–367.

McMahon, Susan D.; Rose, Dale S.; and Parks, Michaela. Multiple Intelligences and Reading Achievement: An Examination of the Teele Inventory of Multiple Intelligences. Fall, 41–52.

Perrine, Rose M.; and King, Andrea Steele. Why Do You Want to See Me? Students' Reactions to a Professor's Request as a Function of Attachment and Note Clarity. Fall, 5–20.

Shim, Sungok; and Ryan, Allison. Changes in Self-Efficacy, Challenge Avoidance, and Intrinsic Value in Response to Grades: The Role of Achievement Goals. Summer, 333–349.

Sierra, Vicenta; Solanas, Antonio; and Quera, Vicenç. Randomization Tests for Systematic Single-Case Designs Are Not Always Appropriate. Winter, 140–160.

Silver, N. Clayton; Hittner, James B.; and May, Kim. Testing Dependent Correlations With Nonoverlapping Variables: A Monte Carlo Simulation. Fall, 53–69.

Silverthorn, Naida; DuBois, David L.; and Crombie, Gail. Self-Perceptions of Ability and Achievement Across the High School Transition: Investigation of a State–Trait Model. Spring, 191–218.

Summers, Jessica J.; Beretvas, S. Natasha; Svinicki, Marilla D.; and Gorin, Joanna S. Evaluating Collaborative Learning and Community. Spring, 165–188.

Tate, Richard. Interpreting Hierarchical Linear and Hierarchical Generalized Linear Models With Slopes as Outcomes. Fall, 71–95.

Van Keer, Hilde; and Verhaeghe, Jean Pierre. Effects of Explicit Reading Strategies Instruction and Peer Tutoring on Second and Fifth Graders' Reading Comprehension and Self-Efficacy Perceptions. Summer, 291–329.

Wilcox, Rand R. Comparing Medians: An Overview Plus New Results on Dealing With Heavy-Tailed Distributions. Spring, 249–263.

## TITLES

Bilingual Knowledge Maps (BiK Maps) as a Presentation Format: Delayed Recall and Training Effects. G. Susanne Bahr and Donald F. Dansereau. Winter, 101–118.

Bhargava and Ishizuka's BI-Method: A Neglected Method for Variable Selection. Shing On Leung and John Sachs. Summer, 353–367.
Comparing Medians: An Overview Plus New Results on Dealing With Heavy-Tailed Distributions. Rand R. Wilcox. Spring, 249–263.
Changes in Self-Efficacy, Challenge Avoidance, and Intrinsic Value in Response to Grades: The Role of Achievement Goals. Sungok Shim and Allison Ryan. Summer, 333–349.
Effects of Explicit Reading Strategies Instruction and Peer Tutoring on Second and Fifth Graders' Reading Comprehension and Self-Efficacy Perceptions. Hilde Van Keer and Jean Pierre Verhaeghe. Summer, 291–329.
Evaluating Collaborative Learning and Community. Jessica J. Summers, S. Natasha Beretvas, Marilla D. Svinicki, and Joanna S. Gorin. Spring, 165–188.
The Influence of Overt Practice, Achievement Level, and Explanatory Style on Calibration Accuracy and Performance. Linda Bol, Douglas J. Hacker, Patrick O'Shea, and Dwight Allen. Summer, 269–290.
Interpreting Hierarchical Linear and Hierarchical Generalized Linear Models With Slopes as Outcomes. Richard Tate. Fall, 71–95.
Liberal and Conservative Differential Item Functioning Detection Using Mantel–Haenszel and SIBTEST: Implications for Type I and Type II Error Rates. Ángel M. Fidalgo, Doris Ferreres, and José Muñiz. Fall, 23–39.
Multiple Intelligences and Reading Achievement: An Examination of the Teele Inventory of Multiple Intelligences. Susan D. McMahon, Dale S. Rose, and Michaela Parks. Fall, 41–52.
Power of Latent Growth Modeling for Detecting Linear Growth: Number of Measurements and Comparison With Other Analytic Approaches. Xitao Fan and Xiaotao Fan. Winter, 121–139.
A Primer for Using and Understanding Weights With National Datasets. Debbie L. Hahs-Vaughn. Spring, 221–248.
Randomization Tests for Systematic Single-Case Designs Are Not Always Appropriate. Vicenta Sierra, Antonio Solanas, and Vicenç Quera. Winter, 140–160.
Self-Perceptions of Ability and Achievement Across the High School Transition: Investigation of a State–Trait Model. Naida Silverthorn, David L. DuBois, and Gail Crombie. Spring, 191–218.
Testing Dependent Correlations With Nonoverlapping Variables: A Monte Carlo Simulation. N. Clayton Silver, James B. Hittner, and Kim May. Fall, 53–69.
Why Do You Want to See Me? Students' Reactions to a Professor's Request as a Function of Attachment and Note Clarity. Rose M. Perrine and Andrea Steele King. Fall, 5–20.